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## **Grade 3-8 MEAP Writing Parent Report Performance Level Descriptors (PLDs)**

There are four Performance Levels in writing:

- (1) Exceeded Michigan Standards
- (2) Met Michigan Standards
- (3) Basic
- (4) Apprentice

The Parent Report PLDs define briefly what students at each grade and performance level should know and be able to do in relation to the Michigan writing Grade Level Content Expectations (GLCEs).

In September 2005, groups of Michigan educators were brought together to develop more detailed PLDs based on the PLDs presented in this document. The more detailed PLDs were used for standard setting that took place in January 2006, and are available as “Standard Setting PLDs” in the same location as this document.

The Writing MEAP given in the Fall in grades 3-8 measures the writing knowledge and skills expected at the end of grades 2-7.

On the writing assessment, students were asked to write about a topic using their own knowledge and experience, answer five multiple-choice questions, and respond in writing to a grade level (peer) writing sample. All questions on the writing assessment are based upon the Michigan Department of Education English Language Arts Grade Level Content Expectations (GLCEs) in writing.

**A STUDENT WHO EXCEEDED STANDARDS:**

Wrote in an exceptionally clear and focused manner about a central idea or task; used well-organized and fully developed details and language that enhanced meaning and effectiveness; and expertly applied standards to assess the quality of his/her own writing and the writing of others.

**A STUDENT WHO MET STANDARDS:**

Wrote in a clear and focused manner about a central idea or task; used adequate organization and relevant details; used grade level appropriate language; and used standards to assess the quality of his/her own writing and the writing of others.

**A STUDENT WHO PERFORMED AT THE BASIC LEVEL:**

Wrote general and/or vague statements about a central idea or task with limited detail and minimal organization; used language that occasionally interfered with meaning; and generalized about his/her own writing and the writing of others with minimal reference to standards of quality.

**A STUDENT WHO PERFORMED AT THE APPRENTICE LEVEL:**

Attempted to write about a central idea or task with little or no detail and organization; used language that may interfere with meaning; and attempted to review his/her own writing and the writing of others without reference to quality.